

1. What is our purpose?

To inquire into the following:

Transdisciplinary theme: How We Express Ourselves.

An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.

Central idea

People use and create environments to express their identities and beliefs.

Summative assessment task(s):

Students will design and create own space that reflects their identity and belief. Write a synopsis to explain what their items represented (like a museum label)

Each student will be allocated a space in the multipurpose room on which to construct their space or structure.

Assessment Tools:

Checklist for assessment of Formative Task 1
Rubrics for assessment of Formative Task 2 & 3
Continuum for assessment of Summative Task



Class/grade: Year 4

Age group: 9 – 10 years old

School:

School code:

PYP planner

Teacher(s):

Date: Monday 6 February 2011 – Thursday 8 March

Proposed duration: 6 weeks

2. What do we want to learn?

What are the key concepts (**form**, function, causation, change, connection, **perspective**, responsibility, **reflection**) to be emphasized within this inquiry?

Related Concepts: Design, creativity, identify, belief

What lines of inquiry will define the scope of the inquiry into the central idea?

1. How built and natural environments are used for religious and cultural purposes (form)
2. The significance of different built and natural environments in different people's lives (perspective)
3. The ways in which people express themselves reflects their identities & beliefs (reflection)

What teacher questions/provocations will drive these inquiries?

Excursion to Tao Dan Park, Reunification Palace & Notre Dame Cathedral.

Art activities on excursion

Questioning & discussion as to why these are important places for people in Saigon

Learner Profile Focus

Open minded, principled and reflective

3. How might we know what we have learned?

Pre-Assessment:

What are the possible ways of assessing student learning in the context of the lines of inquiry? What evidence will we look for?

Use provocation pictures of built and natural environments – students record answers of who might use this space and what for.

Formative Assessment:

F1. Students are to complete a photo board of cultural and religious places they have visited. Checklist

F2. Students are to complete a record (photo board or log or journal or video) of a cultural or religious place they have visited over the space of a week. Rubric

F3. Students will interview people from different culture & religious backgrounds about the significance of natural and built environments in their culture and religion. Rubric

Select own piece of music that represented an aspect they personally identified with. Play to the class and present reasons for their choice and how they identify.

Assess students music selection presentation; looking for valid reasons for choice

5. What resources need to be gathered?

What people, places, audio-visual materials, related literature, music, art, computer software, etc, will be available?

Field trips, library books, videos, family & friends

Skype, Voice Thread, Google Docs etc for researching using primary sources

How will the classroom environment, local environment, and/or the community be used to facilitate the inquiry?

Excursions, family & friend interviews

Religious sites & cultural sites. Water puppets

4. How best might we learn?

What are the learning experiences suggested by the teacher and/or students to encourage the students to engage with the inquiries and address the driving questions?

What opportunities will occur for transdisciplinary skills development and for the development of the attributes of the learner profile?

Provocation. Excursion to Tao Dan Park, Reunification Palace and Notre Dame Cathedral.

Break down TD Theme, Central Idea, Lines of Inquiry, Concepts.

Definitions of identity, belief, culture and religion. Do these in all mother tongues.

Identify how people were using Tao Dan Park, Reunification Palace and Notre Dame Cathedral in relation to culture & religion.

Excursion to Water Puppets @ Vietnam History Museum & Hi Ho Chi Minh City Museum to observe performance & artifacts important to Vietnamese culture.

Read book in classroom about people from different countries & cultures to look for similarities & differences.

Inquiry into culture & religion using books, internet etc on Bring Your Own Gadget Thursday – develop KWL charts prior so there is some direction.

Students work in small groups to compare and contrast their cultures & religion

Formative Assessment Task 1. Complete a photo board of cultural and religious places they have visited.

Select own piece of music that represented an aspect they personally identified with. Play to the class and present reasons for their choice and how they identify.

Formative Assessment task 2. Students are to complete a record (photo board or log or journal or video) of a cultural or religious place they have visited over the space of a week.

Students select an open space and a structure near their house that they can visit to observe those using it and how it is being used. Open spaces & buildings should be visited a number of times at different times of the day and week. They should note their own observations, interview people using the space or building and take photographs. Students make a presentation to the class to share this information Student conduct interviews with a number of family members or friends about culture & religion

Students inquire into a chosen religion. KWL will be developed. Collaborative research using Google Docs. They will choose how to present. Possibly a Google Web page

Formative Assessment Task. Design and create own space that reflects their identity and belief.

6. To what extent did we achieve our purpose?

Assess the outcome of the inquiry by providing evidence of students' understanding of the central idea. The reflections of all teachers involved in the planning and teaching of the inquiry should be included.

How you could improve on the assessment task(s) so that you would have a more accurate picture of each student's understanding of the central idea.

What was the evidence that connections were made between the central idea and the transdisciplinary theme?

7. To what extent did we include the elements of the PYP?

What were the learning experiences that enabled students to:

- develop an understanding of the concepts identified in "What do we want to learn?"
- demonstrate the learning and application of particular transdisciplinary skills?
- develop particular attributes of the learner profile and/or attitudes?

8. What student-initiated inquiries arose from the learning?

Record a range of student-initiated inquiries and student questions and highlight any that were incorporated into the teaching and learning.

At this point teachers should go back to box 2 “What do we want to learn?” and highlight the teacher questions/provocations that were most effective in driving the inquiries.

What student-initiated actions arose from the learning?

Record student-initiated actions taken by individuals or groups showing their ability to reflect, to choose and to act.

9. Teacher notes